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The following sentences and phrases are more or less unfortunate: *Quis est legatus cum pilo?* (77); *quis est vir cum puero parvo?* (118); *est fama novi belli cum Germanis* (96); *totum frumentum est iam maturum* (118); (cf. *frumenta matura* and *frumento* in B.G. 1. 16. 2); *salutem petere inceperunt* (245) (the perfect of *incipio* is often found in this book, though not in Caesar or Cicero); *ab iniuriis liberare* (294); *ab eis quaesivi ne proficiscerentur* (368) (*libero ab* and *quaero* with *ut* or *ne* are almost never found); *gravia suorum vulnera magnae curae imperatori erant* (439) (this use of *suus* is good Latin enough, but out of place in a first-year book).

Many of the things here criticized will not seriously injure the teaching qualities of the book. The great difficulty, if any such be found, will probably come from too great fulness of statement. The book seems somewhat overloaded. Excess of detail, especially if on comparatively unimportant points, tends to confuse rather than to clarify. The only fair test, however, is that of the classroom, and this book not only is well worth testing, but also seems likely, if we may judge by partial tests already made, to prove very successful.

A Latin Primer. By H. C. NUTTING. New York: American Book Co., 1911.
Pp. 240. \$0.50.

This book is designed for the upper grades of the grammar school, and seems fairly well adapted for the purpose. The apparently topsy-turvy arrangement of tenses and topics is explained by a statement in the preface that the order "has been determined largely with a view to the early development of interesting dialogue and narrative." The language of the grammatical statements is somewhat too scholarly to be wholly fitted to the years for which the book was designed. It is the author's intention to follow this book shortly with a *First Latin Reader* the two books together to cover the field commonly referred to as "first-year Latin."

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The Teaching of Geometry. By DAVID EUGENE SMITH. Boston: Ginn & Co., 1911. Pp. v+339. \$1.25.

The chapters of this volume which deal with the history, development, and methods of teaching geometry are very interesting and of great value to every teacher of the subject. In addition to a chapter giving a brief general history of geometry there are many historical notes upon the important propositions as they stand in the several books which constitute our texts. To call the attention of pupils to these historical facts is to add a human interest to the subject; and it is doubtful if there is any other book in the English language in which these facts are so easily accessible to high-school teachers. The chapter on the conduct of a class in geometry is followed by chapters each dealing with a book of geometry and its propositions. Here many practical applications and many excellent suggestions concerning the best way of introducing theorems are given.

In regard to the remainder of the volume, however, it is rather disquieting to learn that the author has discovered a state of warfare which threatens the veritable citadel of geometry. On one side he finds "an attack on geometry," "noisy clamor of the agitator," "sham treatment," "earthquakes," "false prophets," "zeal in inverse proportion to their experience," "reckless, ill-considered radicalism," "riding some little hobby," "ephemeral fashions," "fictitious applications," "the mob," "geometry